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An Investigation of the Pronunciation of the

/d/, /p/, /t/ sounds in English

The case of second Year LMD Students of English

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Dedication

“Yesterday is a history, tomorrow is a mystery, today is a gift that is why

We call it the present.”

Yasser

This dissertation is dedicated to my wonderful parents, who have raised me to be the

person I am today. You have been with me every step of the way, through good and bad times. Thank you for all the unconditional love, guidance, and support that you have always given me, I love you!

To wish ,

To my brothers and sisters, my uncle Nourelddine, my aunts Soumia and her son Abd El Malik, Souad and her daughter Manar, and Massouda.

It is also dedicated to my best friends Mohammed, Taleb, Abd Eldjalil, bilal, Abd Elsamad, Ramzi, Soufiane, Abd Elslem, Salim, Chouib, Chamsou, and Rabeh.

Boualem

To my beloved family; dear father and mother.

My brother wahid and my sisters nassira and sanaa.

To My uncle ahmed and his children kosai and oumaima

To My best friends: Badis, Morad, Mohammed , Taleb, Abd Eldjalil, bilal, Abd Elsamad, Ramzi, Soufiane, Abd Elslem, Salim, and Chouib.

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Abstract

Good pronunciation helps in establishing a successful communication, whereas; poor pronunciation may lead to a misunderstanding and a break in communication. The present research work investigates the second year English students pronunciation of the sounds /d/, /p/, /t/. The main concern of this research is to see whether the learners pronounce these sounds in a correct way, and to shed light on the main factors that may affect their pronunciation. This study is based on an interview which is administered to second year English students to get information about their pronunciation of the /d/, /p/, /t/ sounds. The analysis of the interview reveals that the students pronounce the /p/ sound in a correct way, however; the same students mispronounce the /d/ and /t/ sounds.

List of abbreviations

CPH: Critical Period Hypothesis.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

LAB: Language Aptitude Battery.

L1: First Language.

L2: Second Language.

MLAT: Modern Language Aptitude Test.

SL: second Language.

SLA: Second Language Acquisition.

SLL: Second Language Learning.

%: Percentage.

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General Introduction

8. Background of the Study
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14. Structure of the Study

General Introduction

1. Background of the study

Pronunciation is as important as any other aspects of foreign language learning like syntax and vocabulary. It has an important role not only in oral communication but also in foreign language learning. Acquiring a good pronunciation is what a learner needs to be a fluent and accurate speaker. In other words; learners with good pronunciation are likely to be understood even if they make errors in other aspects, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect.

The acquisition of a good pronunciation in learning is not always successful; learners may encounter some difficulties in their way to achieve native like proficiency. In learning to pronounce a foreign language (English), foreign pronunciation may be influenced by some factors such as: age, anxiety, negative transfer, socio-cultural and physical disabilities.

2. Statement of the problem

Language is considered as a part of people's identity, for this reason they intend to learn languages. Learning a second/foreign language requires different skills: reading, writing, listening and speaking. However, when speaking a foreign language like the English language case in Algeria, learners may encounter some difficulties concerning pronunciation. They may face some problems concerning the pronunciation of some common/shared consonants. The English consonants (d) (p) and (t) may not be pronounced in a correct/proper way by English learners.

3. Aim of the Study

This piece of research aims at investigating the pronunciation of some English consonants (d) (p) and (t) and to draw the learners' attention to the errors they may utter when producing these sounds. On the other hand, at shading the light on the reasons behind The mispronunciation of these letters (d) (p) and (t) in order to help the teachers take into consideration these sounds in their teaching.

4. Research Questions

This present research is driven by the following questions:

1. Do Algerian students at the university of Mohammed Seddik ben Yahia Jijel pronounce the English (d) (p) and (t) sounds correctly?
2. Do they face any difficulty in pronouncing the (d) (p) and (t) consonants?
3. If they do, what are the causes behind?

5. Research Hypothesis

Algerian students (from Jijel) while speaking English would encounter some difficulties that may lead to some errors in the pronunciation of (d) (p) and (t) sounds.

6. Research Methodology

In order to confirm or infirm the hypothesis of this research, that is, Algerian students (Jijel) of English language may find some difficulties in pronouncing some words that include the (d) (p) and (t) consonants. It will be more appropriate to use an interview, which will be administered to a sample of second year students at the department of English at the university of MOHAMMED SEDDIK BEN YAHIA- Jijel. The interview will be in a form of sentences that contain words with

(d) (p) and (t) letters. The subjects will be asked to read the sentences in order to check their pronunciation of the mentioned letters. In addition, students will be asked some questions about factors that led them to mispronounce the (d) (p) and (t) sounds.

7. Structure of the Study

This dissertation is divided into four chapters. The first two chapters are devoted to the review of literature; chapter one pronunciation, chapter two factors influencing language learning. Whereas, the last two chapters are devoted to the practical part of this research.

Chapter one deals with three parts. The first one reviews the sound system of English, the second part deals with segmental and suprasegmental features of the English language pronunciation, whereas; the last one is reserved to the importance of pronunciation learning and teaching. The second chapter is concerned with factors influencing second/foreign language learning. The third and fourth chapters will be devoted to the study, analysis, and interpretation of the data generated by students.

Chapter One: Pronunciation

Introduction

This chapter deals with three main titles: the English sound system, features of English pronunciation (segmental and suprasegmental features), and the importance of teaching/learning pronunciation. The sound system includes the place and manner of articulation of the different English consonants, then vowels, and finally voicing. It is essential for the learners to be familiar with the English pronunciation features (both segmental and suprasegmental features) which enable them to understand and make best use of them. Thus, pronunciation should be of capital importance when teaching/learning the English language.

1.1 The sound system of english

The first part of chapter one is about presenting the sound system of English .It contains the different features of pronouncing the consonants and vowels. The consonants' part is divided into place, manner of articulation, and voicing .Whereas, the vowels' part deals with simple (short and long vowels), diphthongs, and triphthongs.

1.1.1 Consonants and vowels

Roach (1991) speaks about the familiarity of consonants and vowels, but he argues that the scientific study of the speech sound makes it difficult to define really what they mean. However, Cruttenden (2000) goes further and makes a distinction between consonants and vowels stating that consonants are segments that appear at the edge of syllables .On the other hand, vowels are those segments which take place in the center of syllables .For example: in the words red, wed,

dead, lead, said, the sounds (r, w, d, l, and s)are consonants. While in beat, bit, bet, but, bought, the sounds (ea, i, e, u, ough) are vowels. The production of consonants happens due the narrowing of the mouth in order to block the air and the tongue movements. On the other hand, the vowels production occurs when the air escapes through the mouth without any obstacle, the tongue in this case moves without touching any part of the mouth cavity. Underhill (2005) defines consonants as follows:

Consonant sounds are made by restricting or blocking the air flow in some Physical way, and this restriction, or the release of the restriction, is what gives the Consonant its characteristic sound. By contrast, vowels require the vocal tract to be open so that the air stream escapes unobstructed (p.29).

1.1.1.1 Consonants

There are six places in the mouth which are responsible for generating the different consonant:

1.1.1.1.A Place of articulation

Underhill (2005) argues that the place of articulation is the place in the vocal folds in where the air flow is blocked. In other words, the place in where the characteristic component sounds of the consonants is made. According to Rogers (2000) “the place of articulation is the description of where the obstruction occurs in the vocal tract” (p.19)

1.1.1.1.A.a Sounds made with the lips

Bilabials

According to Ogden (2009) lips are responsible for producing bilabial sounds; «bi »means two and « labial » is a Latin word which means lips. In English (p) (b) (m) are bilabials. When saying [apa,ama,aba] while looking at the mirror they seem identical. If someone utters these sounds silently he will feel that his lips touch one another the action is the same for all the sounds. Yule (1985) says that the initial sounds in the words « pat », « bat », and « mat » are bilabials, they are represented by the symbols /p/, /b/, and /m/. Even /w/ in the beginning of words: « walk », « way », and « word » can be described as bilabials.

Labio-Dentals

According to Ogden (2005) in these sounds the upper teeth (dental) touch the lower lip (labio). As Yule (1985) specifies: “These are sounds formed with the upper teeth and the lower lip” (p28). He adds that the initial sounds of the words “fat” and “vat”, and the final sounds of the words “safe” and “save” are labio-dentals” (ibid, p. 28).

1.1.1.1.A.b Sounds made with the tip of the tongue

Dentals

Coillins and Mees (2003) state that dentals are sounds which are made by the tongue-tip against or close to the front teeth. Dentals are generally produced with the tip of the tongue lightly touching the upper front teeth, generally at the cutting edge. Kreidler (2004) sees that the air pressed and released between the tongue and

the teeth to initiate dental sounds; /θ/ sound in the initial word “three” and /ð/ sound in the word “that” are dentals.

Alveolars

Yule (1985) defines alveolars as sounds produced with the front part of the tongue on the alveolar ridge. The following sounds /t/, /d/, /s/, /z/, /n/, /l/, and /r/ are alveolars.

1.1.1.1.A.c Sounds made with the blade of the tongue

Alveo-Palato

Avery and Ehrlich (1992) argue that Alveo-Palato are sounds that are produced with the blade of the tongue approaching the hard palate just behind the teeth ridge. The sounds that are produced in this way are /ʃ/, /ʒ/, /tʃ/, and /dʒ/ are sounds produced by the blade of the tongue touching the hard palate.

1.1.1.1.A.d Sounds made with the back roof the tongue

Velars

Yule (1985) states that the back of the tongue touches the soft palate to produce sounds like /k/, /g/, and /ŋ/. According to Murray and Christison (2011); “velar sounds are created when the blade of the tongue touches the soft palate” (p. 77).

Glottals

Yule (1985) explains that:

There is one sound that is produced without the active use of the tongue and other parts of the mouth. It is the sound [h] which occurs at the beginning of have and house and, for most speakers, as the first sound in who and whose. This sound is usually described as a voiceless glottal. The “glottis” is the space between the vocal folds in the larynx. When the glottis is open, as in the production of other voiceless sounds, and there is no manipulation of the air passing out of the mouth, the sound produced is that represented by [h] (p. 29).

The following table summarizes the places of articulation:

Table 01: Summary of the Different Movements of the Articulators.

Place of articulation	
bilabial	using closing movement of both lips, e.g. /p/ and /m/
labio-dental	using the lower lip and the upper teeth, e.g. /f/ and /v/
dental	the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
alveolar	the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
palato-alveolar	the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
palatal	the front of the tongue is raised close to the palate, e.g. /j/
velar	the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
glottal	the gap between the vocal cords is used to make audible friction, e.g. /h/

(Adapted from Kelly 2000, p.06).

1.1.1.1.B Manner of articulation

Underhill (2005) says that the manner of articulation refers to the nature of the physical restriction to the air flow. In other words, how the characteristics component sounds of the consonants are produced.

1.1.1.1.B.a Plosives

According to O'Connor (1967) plosives are named stops, in producing these sounds the vocal folds are entirely closed before the sound is made. The pressure resulting from air pushing forces the closed vocal folds to open. Ogden (2009) sees that plosives are the result of a complete closure which takes place in the oral tract with the velum raised, that restricts air coming out through the nose. Roach (1991) states that plosives have four characteristics:

- There is a total stricture that does not let the air to escape as a result of the movement of one articulator against another or two articulators against each other.
- The air is released after it has been compressed behind the stricture which has been formed.
- Then the plosive is released the compressed air behind the stricture may cause a loud noise enough to be heard which is called plosion.
- Voicing may take place when producing plosives.

Sounds like /t/, /d /, /p /, /b/, /k/, and /g/ are plosives.

1.1.1.1.B.b Fricatives

Ogden (2009) states that Fricatives are the production of two articulators that are in close approximation with each other. The small space between the two articulators allows the air to pass between them causing a friction noise due to the turbulence of the air flow. Fricatives are defined by Roach (2009) as consonants which produced with a continuous air flow through the mouth. /f/, /v/, /ð /, /θ /, /s/, /z/, /ʃ/, /ʒ / are fricative sounds.

1.1.1.1.B.c Affricates

According to Clark and Yallop (1995) these sounds are a mixture of two sounds; one stop and the other is fricative, and share elements of both sounds. When the airstream is blocked in the mouth, in producing affricates there is a degree of vibration and then a friction at the release of the stop. The two sounds /tʃ / and /dʒ / are English affricates.

1.1.1.1.B.d Nasals

Ladefoged and Maddieson (1996) view that Nasals are sounds produced when the air passes through the nose. These are sounds in which the velum is lowered causing the air to move through the nose instead of the mouth. Hence, air from the lungs is directed out through the nasal passage alone. English nasals are /m/, /n/, /ŋ /.

1.1.1.1.B.e Approximants

When two articulators move close to each other they produce some sounds called approximants. Tench (2011) points out that an approximant is a consonant in

which the narrowing caused by the articulators is not enough to make friction. Kelly (2000) adds that closeness should not block the air or cause friction. Approximants are /ɹ/, /j/, /w/. Collins and Mees (2003) claim that approximants occur when the air escapes between the articulators sufficiently without causing no audible friction because there is no obstacle.

1.1.1.1.B.f Laterals

Yule (1985) defines a lateral as a consonant in which the passage of air stream flow around the sides of the tongue while the tip of the tongue touches the middle of the alveolar ridge. Carr (1999) distinguishes between dark and clear /l/. Clear /l/ occurs immediately before vowels like in the word “play“. Whereas, dark /l/ occurs after vowels as in the word “hall”.

The following table illustrates and explains the different terms of manners of articulation

Table 02: Explanation of the Different Terms of Manner of Articulation

Manner of articulation	
plosive	a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
affricate	a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
fricative	when two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
nasal	a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
lateral	a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
approximant	vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

(Adapted from Kelly 2000, p.06).

1.1.1.1.C Voicing

Another factor to distinguish sounds of consonants rather than place and manner of articulation is voicing. Jones (2003) mentions that voicing takes place when the vocal folds vibrate during articulation of the sounds. Cruttenden (2000) differentiates between voiced and voiceless as follow: “a voiceless/voiced pair such as English /s/ and /z/ are distinguished not only by the presence or absence of voice but also by a degree of breath and muscular efforts involved in their articulation” (p.30). Sometimes voiced and voiceless are called Fortis and lenis respectively. Collins and Mees (2003) provide a distinction between fortis and lenis which is indicated in the following table:

Table 03: Fortis/lenis Contrast in English.

Fortis	Lenis
<p>1. Articulation is in all respects stronger and more energetic. It has more muscular effort and greater breath force.</p> <p>2. Articulation is voiceless.</p> <p>3. Plosives /p, t, k/ when initial in a stressed syllable have strong aspiration, e.g. pop [p^hɒ p]. Some aspiration can often also be heard in final position.</p> <p>4. Vowels are shortened before a final Fortis consonant, e.g. bit.</p> <p>5. Syllable-final stops often have a reinforcing glottal stop (preglottalisation), e.g. bit me [bɪt mɪ].</p>	<p>1. Articulation is in all respects Weaker. It has less muscular effort and less breath force.</p> <p>2. Articulation may have voice.</p> <p>3. Plosives are unaspirated, e.g. bob [bɒ b].</p> <p>4. Vowels have full length before a final lenis consonant, e.g. bid.</p> <p>5. Syllable-final stops never have a reinforcing glottal stop, e.g. bid [bɪd].</p>

(Adapted from Collins and Mees 2003, p.47).

1.1.1.2 Vowels

The English language contains twenty five vowels though some researchers reduce the number of vowels to twenty by excluding triphthongs. When producing vowels there is no blockage of the air flow. Hence, all vowels are voiced. Underhill (2005) views that when producing vowel sounds, the vocal folds are open so that

the flow escapes over the tongue without any obstruction. The sound vowel is characterized by the shape and the size of resonant space of the mouth and it is determined by the horizontal (front-central-back), vertical tongue position (high-mid-low), the lip position (rounded-neutral-spread), and the duration of the vowel (short-long) (ibid, p. 05).

English vowels are divided into three types: simple vowels (one sound), or monophthongs (Tench, 2011); or “pure vowels” (Kelly, 2000, P.29). Dale and Poms (2005) argue that Diphtongs are the combination of two vowels, and triphthongs are the combination of three vowels.

1.1.1.1.A Simple Vowels

Simple vowels are named by other researchers by different names which are: “pure vowels” (Kelly, 2000, p.29) and monophthongs (Tench, 2011, p.17). They are divided into short and long vowels.

1.1.1.2.A.a Short Vowels

The English language has seven short vowels: /ɪ /, /e/, /æ/, /ʌ /, /ɒ /, /ʊ /, /ə/.

/ɪ /: it is front, mid, and unrounded vowel.

/e/: it is front, mid, and unrounded vowel.

/æ/: it is front, open, and unrounded vowel.

/ʌ /: it is central, open, and unrounded vowel.

/ɒ /: it is back, open, and rounded vowel.

/ʊ /: it is back, close, and rounded vowel.

/ə/: it is central, mid, and unrounded vowel.

1.1.1.2.A.b Long Vowels

There are five long vowels in English which are /i:/, /ɔ:/, /ɑ:/, /ɜ:/, /u:/

/i:/: it is front, close, and unrounded vowel.

/ɔ:/: it is back, open, and rounded vowel.

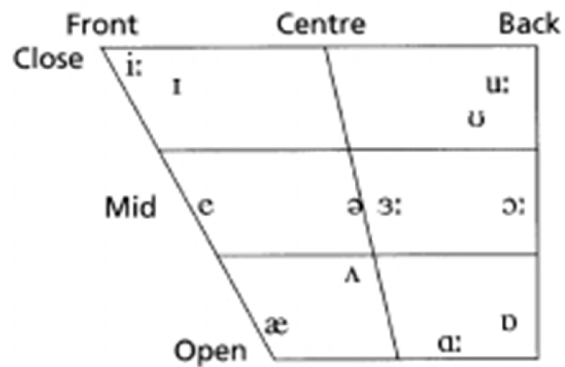
/ɑ:/: it is back, open, and unrounded vowel

/ɜ:/: it is central, mid, and unrounded vowel .

/u:/: it is back, close, and rounded vowel .

The following figure shows short/long vowels:

Figure 01: Short and Long Vowels.



(Adapted from Kelly 2000, p.5).

1.1.1.2.B Diphtongs

Diphtongs are the combination of two vowels that are pronounced together to make one sound. They are divided into two categories centering and closing diphtongs:

-Centering diphtongs are the combination of a short vowel and the schwa which is a centered vowel.

/ɪ ə/: like in the word theory.

/ʊ ə/: like in the word vary.

/e ə/: like in the word cruel.

-closing diphtongs: they are diphtongs that end with close vowel /ɪ / and / ʊ /

/e ɪ /: like in the word aim.

/ɔɪ /: like in the word boy.

/aɪ /: like in the word eye.

/ə ʊ/: like in the word show.

/aʊ /: like in the word now.

1.1.1.2.C Triphthongs

Triphthongs are the combination of three vowels. Roach (2009) defines triphthongs as follows:

The most complex English sounds of the vowel type are the triphthongs .

They can be rather difficult to pronounce, and very difficult to recognize. A

triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption (pp. 18- 19).

Triphthongs are composed of the five diphthongs /əʊ/, /aʊ/, /aɪ/, /ɔɪ/, and /eɪ/ with the schwa at the end

/əʊ/ + /ə/ = /əʊə/: like in the word lower.

/aʊ/ + /ə/ = /aʊə/: like in the word shower.

/aɪ/ + /ə/ = /aɪə/: like in the word liar.

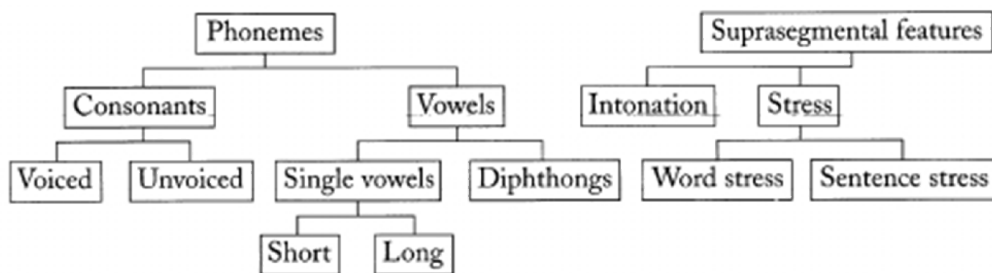
/ɔɪ/ + /ə/ = /ɔɪə/: like in the word royal.

/eɪ/ + /ə/ = /eɪə/: like in the word player.

1.2 Components of pronunciation

Pronunciation consists of two main components or features; segmental and suprasegmental features. Segmental features are those individual sounds of vowels and consonants; whereas, suprasegmental features involve: stress, intonation, and linking as it is shown by the following figure:

Figure 02: Different features of english pronunciation.



Adapted from Kelly (2000, p.01).

Goodwin (2001) emphasizes the importance of both segmental and suprasegmental in teaching pronunciation and attributes the lack of intelligibility to micro (segmental) and macro (suprasegmental) features being not taught (cited in Celce -Murcia 2001)

1.2.1.Segmental features of pronunciation

Segmental features of Pronunciation contain sounds of vowels and consonants (see the previous section) the combination of vowel sounds and consonants are called phonemes. A phoneme is defined by Murray and Christison (2011) as the speech sound; it is the smallest unit of sound that gives a different meaning if it is altered e.g.: /s/ and /f/ are different phonemes, the change of /s/ and /f/ in the words SAT and FAT makes a different meaning.

1.2.2 Suprasegmental features of pronunciation

According to Goodwin (2001) they are called macro features. Murray and Christison (2011) point out that suprasegmental or prosodic features play a crucial role in helping learners differentiate words, phrases, and even sentences. E.g. the prosodic feature of stress distinguishes between construct which is a noun and the verb construct.

Hinkel (2006) states that word stress and prosody the length and the timing of pauses should be addressed in teaching. Suprasegmental features involve stress, intonation, and linking.

1.2.2.1 Stress

Murray and Christison (2011) see that: “stress refers to the different ways in which we can give a phonetic segment more emphasis” (ibid, p.83). Hewings and Goldstein (1999) add that stressed syllables are likely to be longer, louder, and produced with more effort than unstressed syllables. According to Crystal (2003) word stress refers to the degree of effort that is used in generating a syllable. Stressed syllables are more prominent than the unstressed syllables (p.435). Goodwin (2001) adds that stress in English is complex and depends on several factors: historical origin of a word, the part of speech, and affixation. She provides some basic rules of word stress:

A- Stress is most of the time on the root of the words rather than on the prefix e.g: believe, predict, complaint.

B- In compound nouns, primary stress is on the first element whereas secondary stress is on the second: airplane, bus stop, computer disk.

C- Suffixes ; they affect stress differently :

-Have no effect on the stress e.g., beauty = beautiful, deliver = deliverance.

-Take the primary stress (many of these are from French) e.g., picturesque, engineer,

-Cause the stress to shift from the stem to a different syllable e.g., period = periodic, organize = organization.

1.2.2.2 Intonation

Wells (1996) defines intonation as melody of speech, studying intonation is usually accompanied with studying pitch i.e. how the pitch of the voice rises and falls. Goodwin (2001) defines intonation as “the melodic line or pitch pattern” (p.

120). According to O'Connor (1980) some people think that intonation is the same for all languages which is not true i.e. each language has its specific intonation. The importance of intonation in speaking is of high value. Harmer (2001) urges "the intonation we use is a crucial factor in speaking" (p.28). In addition Kenworthy (1987) shows how intonation is used to address different messages by changing pitch; it is used for putting words and information in both foreground (high pitch), and background (lower pitch than normal), and to give a signal that indicates when a conversation ends or begins (cited in Harmer 2001). Harmer (2001) adds that intonation is used for different purposes: to convey emotions e.g., surprise in saying what is going on? Starting by high pitch and using pitch leaps, but if the question is said at low pitch with flat intonation tune, it means that we are concerned with the answer we will receive; it is used also to modify the strength or intention of our speech.

Harmer (2001) adds that intonation is used to indicate our certainty about what we are saying and to show the response we expect. e.g., you are okay, aren't you? When saying it with a falling tone, it confirms what we believe to be the case. And to indicate uncertainty about the answer we will get when saying it with a rising tone.

Harmer (2001) illustrates the importance of intonation in communicating meaning: "we recognize the difference between making a statement and asking a question, we are aware of the fact that someone is surprised, for example, and we gather from their intonation that they are being polite or rude"(p. 29).

1.2.2.3 Linking

Linking takes place only in connecting speech. According to Goodwin (2001) linking is a word that refers to the adjustment between words that speakers make in

connected speech. She adds that non-native listener can comprehend easily words in isolation and which can be unrecognizable in connected speech e.g. when saying why don't you find out? find out probably sounds like fine doubt.

In addition to linking, there are other aspects of connected speech which are assimilation, elision, and rhythm.

1.2.2.4 Assimilation

Kelly (2000) states that: "the term assimilation describes how sounds modify each other when they meet, usually across word boundaries but within words too" (p.109). He distinguishes between two types of assimilation;

A-Anticipatory assimilation;

1- The phonemes /t/, /d/ and /n/ become bilabial before bilabial Consonants:

/p/,/b/and /m/. For example:

/t/ assimilates to /p/: He is rather a **fat boy**.

/t/ assimilates to /p/: She's got an **apartment** in Manhattan.

/d/assimilates to /b/: He is a very **good boy**.

/n/assimilates to /m/: there are **ten men** in the class.

2-/t/ assimilates to /k/before /k/ or /g/./d/ assimilates to /g/ before /k/ or /g/. For example:

/t/assimilates to /k/: where has **that cat** been all night.

/t/ assimilates to /k/: can you see **that girl** over there.

/d/assimilates to/g/: it was a very **good concert**.

/d/ assimilates to /g/: she is a very **good girl**.

3-/n/can assimilate to /y/before /g/ or/k/. For example:

I have **been going** out too much lately.

He's **bringing** his own car.

4-/s/ can assimilate to /ʃ/ before /ʃ/. For example:

I really love this shiny one over here.

5-:/z/ can assimilate to /ʒ/ before /ʃ/. For example:

We found this lovely little cheese shop in Paris

B- Coalescent assimilation: it occurs when two sounds combine to produce a different sound.

1-/t/ and /j/ coalesce to produce /tʃ/. For example:

You went to France last year didn't you?

2-/d/ and /j/ coalesce to produce /dʒ/. For example:

Would you like a cup of tea?

1.2.2.5. Elision

Kelly (2000) maintains that the term “elision” refers to the disappearance of a sound. He suggests some rules for elision:

1-/t/ and /d/ are the most known elisions in English, the sound /t/ elided between /ks/ and /k/, for instance; we arrived the **next day**, /t/ elided between /tʃ/ and /p/, and between /p/ and /f/ like in the following example; when we reached **Paris**, we **stopped** for lunch.

/d/ elided between /v/ and /st/. For example:

We bought a lovely carved **statuette**.

2-Elision takes place in order to simplify some complex consonants cluster: she acts like she owns the place! (/æks/ can be simplified to/ æks/)

3-/ə/ can disappear in unstressed syllables. For example:

I think we should call the police (/ə/) can disappear in the first syllable of “police”.

4-/v/ can disappear in of before consonants: like in; it is a complete waste of **time**!

1.2.2.6. Rhythm

Goodwin (2001) claims that “English speech rhythm is usually referred to as a stress-timed .i.e., with stresses or beats occurring at regular intervals” (p.120). Goodwin (2001) adds that the English language rhythm differs from the other languages such as French and Japanese which are called syllable-timed in which each syllable receives the same timing and length. For example; she would’ve liked to have gone to the movie; in this example there exists eleven syllables but only three beats.

1.3 The Importance of teaching/learning english pronunciation

In the past, English pronunciation was neglected in teaching/learning classrooms of foreign/second languages by the traditional methods of teaching such as grammar translation method. Harmer (2007) states it clearly saying that almost all English language teachers focus on grammar and vocabulary and practice functional dialogues and try to get students become competent in listening and reading, yet some of these same teachers give little emphasis to teach pronunciation. He argues that these teachers are nervous when dealing with sounds and intonation; they think that teaching pronunciation is a problematic issue. Gilbert (1994) adds that:” pronunciation has been something of an orphan in English programs around the world. Why has pronunciation been a poor relation? I think it is because the subject has been drilled to death, with too few results from too much effort” (p. 38).

But with the emergence of communicative methods and approaches to ESL/EFL instruction, pronunciation is taught within the context of real communication and seen as important as any other aspects of language. Morley (1998) sees that the realization that poor pronunciation can cause serious problems

for learners (communication breakdowns, anxiety, stereotyping, and discrimination) leads to a great emphasis on teaching/learning pronunciation. When teaching/learning a foreign/second language it is necessary that both the teachers and the learners pay more attention to pronunciation. The importance of teaching/learning pronunciation is not difficult to be seen, since it is the key factor in achieving a smooth and successful communication. Harmer (2007) agrees that pronunciation helps learners improve their speaking immeasurably and allows them to get over serious intelligibility problems.

However, According to Jones (2002) there are conflicting views about the value of teaching pronunciation. Some researchers maintain that teachers cannot influence the pronunciation of their learners. They provide arguments against the explicit teaching of pronunciation and which are built on two basic assumptions about the acquisition of second language phonology. Krashan in his work (1982) views instructing pronunciation as useless because it is an acquired skill. Other researchers argue that teaching pronunciation has a significant role. Hewings (2004) argues that for most students an understandable pronunciation has an essential role in their communication skills. Thus, pronunciation teaching should be given a central role in teaching through integrating it with other aspects of language. Cody (2006) adds that pronunciation is likely to be learnt from cultivated people (i.e. teachers) rather than from a book. He insists that contact with refined speakers (teachers) can be useful for a person to become a correct speaker himself.

The usefulness of teaching pronunciation is also under debate in the language teaching context. Broughton et al (1980) indicate that pronunciation teaching should be integrated/ addressed in contexts of language use. Harmer (2007) says: "...the fact that some students are able to acquire reasonable pronunciation without

overt pronunciation teaching should not blind us to the benefit on a focus on pronunciation in our lessons” (p. 248). He (1991) argues that in teaching English, students need to be understood when they speak. In other words, pronunciation should be appropriate for this purpose. Broughton et al (1980) state that pronunciation teaching deal with two major points which are considered as skills recognition (understanding the speech) and production (fluency when speaking). Hewings (2004) says that weak pronunciation leads students to be misunderstood, or fail to understand the message being said to them. And even more confusing, when the students 'speech is wrongly interpreted.

Conclusion

Learning the English language requires studying its pronunciation. However When learning the English pronunciation, it worths nothing to focus only on segmental features of the English pronunciation (consonants and vowels) rather it will be better to include suprasegmental features (stress, intonation, and linking).Dealing with these features makes learners aware of how the sound system of English works, which will help them improve their pronunciation.

Chapter Two: Factors Influencing Second/Foreign Language Learning

Introduction

In their endeavor or path to learn the English language, many learners seek to master native-like pronunciation. However, these learners face lots of problems or difficulties with pronunciation due to a wide range of factors. This chapter will introduce the factors that influence pronunciation, these factors which will be dealt with are: the age factor, personality factors (will be divided into; self-esteem, inhibition, risk taking, anxiety, and extroversion/introversion), motivation, attitude, and finally transfer.

2.1. Age

Many second/foreign adult learners of second/ foreign languages find a difficulty in acquiring native like pronunciation, despite the fact that they have the ability to acquire native like proficiency such as morphology and syntax. Harmer (2007) points out that the age of children facilitates their learning of pronunciation which is not the case with adults, he adds that older learners, in contrast to children, show a difficulty in approaching native speaker pronunciation.

Many studies on the age factor have shown that children and adults learning a second/foreign language seem to develop different aspects. It is believed that children have an advantage to build fluency in the target language while adults are superior in developing proficiency. Bown and Spada (2006) states that: "research has shown that they can reach high levels of proficiency in their second language" (cited in Harmer 2007, p.81). Siegler, Krashen, and Ladefoged (1975) support this idea saying that: "children enjoy an advantage over adults in learning the

pronunciation of second language” (cited in Richards and Renandya, 2002, p.179). Gass and Selinker (2008) argue that children are said to be better than adults in learning a language because children are able to gain mastery of second language while adults do not have this ability. Harmer (2007) states that one of the popular beliefs about age and language learning is that young children are likely to learn faster and more effectively than the other learners (adolescents, adults).Kumaravadivelu (2006) Mentions that language knowledge or ability is generally affected by the age at which learners start to learn a second language.

The differences between children and adults in learning a second/foreign language are explained by the critical period hypothesis (CPH) which was “proposed firstly by Lenenberg (1967)” (cited in kumaravadivelu 2006, p. 32). CPH attributes the fact that children tend to master a second/foreign language better than adults to the brain maturation. Birdsong (1999) Defines CPH as follows:” CPH states that there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to, native like levels. Once this window of opportunity is passed, however, the ability to learn declines” (p.1). Yule (2010) provides that in childhood there exists a period in which the human brain has the ability to receive input and learn a language, according to him it is known as “sensitive period” for acquiring language and which is generally known as the “critical period” (p.165). In addition Yule (2010) sees that this critical period takes place right from the birth to puberty. Abrahamson (2003) points out that “maturation is thought to take place and come to an end within an early phase of life span, age (puberty or earlier)” (cited inKumaravadivelu, 2006, p.32).

Almost all researchers in the field of SLA tend to emphasize the notion of critical period. They provide arguments against the ability to be a second/foreign

language master after puberty. Yule (2010) provides an example of a Polish writer who is good at writing novels in the English language and which become classics of English literature while his spoken English remains a Polish accent of his L1 because, according to Yule, after the critical period it is very difficult to acquire another language fully.

Other researchers like Moyer (1999) who conducted a study on German students to see whether their pronunciation will be improved, but despite the fact that they were graduate students in a US university, their accent still nonnative like (Cited in Gass, Selinker, 2008).

2.2. Personality Factors

Personality has a significant role in learning a second/foreign language. The kind of personality a learner has may help or hinder him in his way to the target language. Brown (2000) emphasizes that careful and systematic studies on personality led to a better understanding of its role in the process of learning and teaching a second language. Personality factors contain self-esteem, inhibition, risk-taking, anxiety, and extroversion.

2.2.1. Self-esteem

Coopersmith (1967) regards self-esteem as the evaluation that a person makes of himself. It reflects the person's attitude of approval and disapproval and shows the degree to which individuals think of their capability, significance, successful, and worthiness (cited in Brown 2000)

Brown (2000) categorizes three general levels of self-esteem:

A-General or global self-esteem: it is believed that this kind is stable in adults and is unchangeable except by active and extended therapy.

B-Situational or specific self-esteem: this kind of self-esteem is related to the kind of the situations that a person encounters in his life; The degree of specific self-esteem that an individual owes tends to change according to the situation.

C-Task self - esteem: is in relation with the tasks of every specific situation. Specific self- esteem involves second language acquisition in general, while task self -esteem may refer to a person's evaluation of himself in a given aspect such as speaking and writing

Maslow (1987) suggests that self -esteem is an important “deficiency need” which had to be posited before cognitive or aesthetic needs (cited in Harmer 2001 p.74). Brodkey and shore (1976), and Gardner and Lambert (1972) show the importance of self -esteem in SLA in their studies (cited in Brown 2000)

2.2.2. Inhibition

Brown (2000) considers inhibition to be related or under notion of self -esteem in some cases. People with higher self -esteem are more able to defend threats to their existence, so their defenses are lower, but those who have weak self- esteem tend to establish walls of inhibition to protect their weak ego or lack of self-confidence. People with inhibition are expected to be less successful in second language learning, however, people with less inhibition are successful learners of languages. Guiora et al (1972) conduct an experimental study on inhibition in relation to second language learning. And in which they provide the experimental group with small quantities of alcohol. The results show that the experimental

group's pronunciation becomes better than that of the control group. The explanation of this result is that alcohol lowers the inhibition of the experimental group which makes their pronunciation better. That is to say, inhibition has a direct effect on the pronunciation learning in SLL (cited in Brown 2000).

2.2.3. Risk-Taking

Risk-taking is considered as a significant characteristic to achieve success in second language learning (Brown 2000). Beebe (1983) explains consequences of fear of risk taking either in the classroom or outside the classroom:

In the classroom...a fail on the exam, a reproach from the teacher, a smirk from a classmate, a punishment or embarrassment imposed by one-self. Outside the classroom...they fear the frustration coming from a listener's blank look, showing that they have failed to communicate...they the alienation of not being able to communicate and thereby get close of other human beings. Perhaps worst of all, they fear a loss of identity

(Cited in Brown 2000, p.149)

Avery and Ehrlich (1992) agree that personality of the learner influences the acquisition of the second system of second language. They add that outgoing and confident learners are more advantageous to acquire the target language because they show a desire to interact with native speakers.

2.2.4. Anxiety

Scovel (1978) sees that although everyone knows what anxiety is due to the anxiousness that they have experienced, it is still difficult to be defined in just one

sentence; it is usually related to the feelings of uneasiness, frustration, self-doubt, apprehension, or worry (cited in Brown, 2000).

Scovel (1978) states that psychologists categorized anxiety into three types: Trait anxiety, state anxiety, and situation specific anxiety. Trait anxiety is relatively stable personality characteristic “a more permanent predisposition to be anxious” (cited in Ellis, 1994, p.479).

Brown (2000) claims that state anxiety has been the subject of recent research in language learning anxiety with focus on its situational nature. The last type is situation-specific anxiety for which Ellis (1994) states that it is caused by a specific type of situation like examinations, speaking in public, or participating in class.

Besides, Horwitz et al (1986) provide three categories of foreign language anxiety:

1-Communication apprehension; it is caused mainly by the learners' inability to express the appropriate thoughts or ideas.

2-Fear of negative social evaluation; it is resulted from the learner's need to make positive social impression on others.

3-Test-anxiety; or being anxious about academic evaluation (cited in Brown, 2000).

Gass and Selinker (2008) argue that anxiety is not always considered a negative factor in learning. They add that anxiety has a curvilinear influence on performance; lower levels of anxiety help, while high levels hurt. This is what is called by Alpert and Haber (1960), and Scovel (1978) a debilitating and facilitative anxiety (cited in Brown 2000), or what Oxford (1999) names “harmful” and

“helpful” anxiety (cited in Brown 2000). Gass and Selinker (2008) explain that if an individual is careless, he will not try to do well, on the other hand, too much concern about failure pushes/forces him towards the way of success. In addition, Brown (2000) believes that facilitative anxiety plays a positive role (a good factor) if there is some concern about a task to be done. Lowe and Raad (2008) point out that:

Anxiety is a unique emotion it can be viewed in both positive and negative light. A slight amount of anxiety can be helpful and facilitate an individual’s performance .whereas too much anxiety can be debilitating and hinder one’s performance (p. 39).

2.2.5. Extroversion and introversion

Stern (1991) views extroversion and introversion as: “The tendency to withdraw from social interaction and be preoccupied with inner thoughts and feelings (introversion) and ... the tendency to be out going and interested in people and things in the environment (extroversion)” (p.380). In addition, Brown (2000) sees that extroversion refers to the extent to which an individual possesses a need to receive ego enhancement, self-esteem, and the sense of wholeness from others. As opposed to introversion which refers to the extent to which an individual possesses a sense of wholeness and fulfillment that are derived from his self rather than from other people.

Brown (2000) emphasizes the importance of extroversion and introversion in the acquisition/learning of L2 as follows: “extroversion and its counterpart, introversion, are also potentially important factors in the acquisition of a second language” (p.154).

Gass and Selinker (2008) argue against the popular view which says that extrovert learners are better language learners than the introvert ones. They say that: “there are good reasons to think that both extroversion and introversion lead to success in second language learning, although in different ways” (p.433). They (2008) add that the likely solution is that extroversion needs certain tasks and certain methods of language teaching, while introversion needs others.

2.3.Motivation

It is said that motivation plays a significant role in the success or failure of learning a language. It has received a great interest in all fields especially in the learning process of a second language/foreign language. Motivation is defined by Harmer (2001) as “some kind of internal drive which pushes someone to do things in order to achieve something” (p.51). According to Ushioda (2008) motivation is: “a word which is derived from the Latin verb *MOVERE* meaning to move” (p.19). She adds that motivation is what pushes a person to move in order to make certain choices, engage in action, to persist in action (ibid).

Kmaravadivelu (2008) states that researchers in the field of learning languages have shown that motivation is essential in this process, it is the only intake variable that is found to make a successful learning outcome. Brown (2000) maintains that it is easy to assume that a learner of SL is a successful one because of the proper motivation. Gass and Selinker (2008) assume that learners who are motivated seem to learn a language faster and to a greater degree. According to Ushioda (2008) without motivation success will be difficult to be achieved. In other words, without such motivation, everyone will not succeed in making the essential effort.

A distinction between two types of motivation have been identified; extrinsic and intrinsic motivation, “that is motivation which comes from outside and inside” (Harmer 2001, p.51). Furthermore Ryan and Deci (2000) explain that intrinsic motivation refers to the kind of motivation that comes from within and which is “doing something as an end in itself , for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development” (cited in Ushioda, 2008, p.21). In contrast to intrinsic motivation, Ryan and Deci (2000) defines extrinsic motivation as “doing something as a mean to some separable outcome, such as gaining qualification, getting a job, pleasing a teacher or avoiding punishment” (Cited in Ushioda, 2008, p.21). According to Murray and christison (2011) intrinsic motivation is a kind of curiosity that is brought to participate in tasks, however, extrinsic motivation refers to the making use of external incentives like extra credit or rewards (p.176). Brown (2000) adds that: “ those who learn for their own self perceived needs and goals intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated”(p.162). Moreover, Levesque, Copeland, and Pattie (2010) argue that individuals who are intrinsically motivated show a willing less to engage in activities for the purpose of pleasure, interest, enjoyment, and satisfaction. When extrinsically motivated individuals perform the activities because they are instrumental in achieving a goal, or avoid an undesirable result.

In learning a second/foreign language, motivation is divided into two categories: integrative and instrumental motivation. Brown (2000) maintains that Instrumental motivation refers to learning a language as a tool for achieving instrumental goals such as furthering a career, reading technical materials, and translating. On the other hand, integrative motivation describes learners who want

to integrate themselves into the culture of the target language and become involved in that society. Besides, Ellis (1997) sees that in instrumental motivation learners may learn a second language for some functional reasons such as: passing an exam, getting a job, or getting a place at university. He adds that in integrative motivation learners are interested in a second language because they want to integrate themselves with the people and culture of the target language. For Yule (2010), learners who have instrumental motivation are likely to learn a second language in order to achieve some goal, like completing a school graduation, being able to read scientific publication, but not for any social purpose. In contrast, learners who possess an integrative motivation intend to learn a second language for social purpose; in order to participate in a society using that language, and to become a member of that community. Murray and christison (2011) emphasize that:

Integrative motivation derives from a personal interest in speakers and the culture of the target language such as the motivation of a young woman might have to learn the language of her spouse's family. Instrumental motivation derives from the practical benefits of learning another language, such as getting a job, a degree, or a promotion (p.176).

2.4. Attitude

It has been shown that attitudes have a significant impact on the process of learning a second/foreign language. Kumaravadivelu (2006) points out that: "attitudes are one's evaluative responses to a person, place, thing, or an event" (p.38). Most researchers show that the learners' attitudes about the target language may help them learn this language easily. Murray and christison (2011) claim that

positive attitude about the target language, and its speakers and culture helps learners in that it has a positive influence on their positive outcomes, in contrast, negative attitudes influence learning and ultimately second language.

Naiman (1996) maintains that attitudes seem to be more important at certain stages than others in language learning. He adds that positive attitude is necessary but is not enough for success in the process of learning a second language. Kumaravadivelu (2008) provides two essential factors that seem to shape the learner's language learning attitude; environmental and pedagogical. The environmental one involves social, cultural, political, and economic aspects that form the second language milieu. The pedagogic factor shows how teachers, learners and the learning situation combined with each other to produce positive attitude in the learner. Malcolm (1987) sees that the learner's attitude to language learning is influenced by the teacher's curricular, objectives, classroom activities, and even personal attitudes (cited in Kumaravadivelu, 2008). Tucker and Lambert (1973) support this idea claiming that the teacher's attitudes have a greater influence on second language developmental than parental or community attitudes (cited in Kumaravadivelu, 2008). Furthermore Baker (1988) gives some considerations about the concept of attitudes:

1-Attitudes may change by experience. For this reason, teachers must put in mind that classroom experience can change learners' as well as teacher's attitudes from positive to negative and vice versa.

2-When attitudes are set, they tend to continue.

3-Attitudes are learned and not inherited. Attitudes in language learning tend to change through creating positive classroom experience.

4-People are said to act in certain way according to their attitudes, however, the connection between actions and attitudes is not strong.

5-Attitudes are cognitive because people can think about them, and affective because people have feelings attached to their attitudes.

6-Attitudes vary in degree and strength because they exist in a continuum. Attitudes can be changed from negative to positive by making only a slight change in it (cited in Murray and christison, 2011).

2.5. Aptitude

Language aptitude is associated with the name Carrol who has done a great amount of research on this concept. According to Carrol (1973) aptitude is “the rate at which persons at the secondary school, university, and adult level learn to criterion” (cited in Krashen 1981, p.19). Moreover, aptitude is defined by Ellis (1997) as the natural ability to learn a second language. Besides, Gass and Selinker (2008) see language aptitude as a person’s potential to learn another language. Nathan et al (2008) argue that “aptitude can be defined as individual differences that are related to subsequent learning during fixed time frame” (p.47).

According to Krashen (1981), language aptitude is measured by two main standardized tests: modern language aptitude test (MLAT) designed by Carrol and Sapon (1958) and language aptitude battery (LAB) designed by Pinsleur (1966).

Most of the research on language aptitude is done to see whether and to what extent it is related to success in second language learning. Ellis (1997) points out that “learners who score highly on language aptitude tests typically learn rapidly and achieve higher levels of L2 proficiency than learners who obtain low scores”

(p.74). Skehan (1989) also states that: “aptitude is consistently the best predictor of language learning success” (cited in Gass and Selinker 2008, p.417). Ellis (1997) provides Carrol’s components of language aptitude:

1-Phonemic coding ability: the learner’s ability to recognize the sounds of the foreign language so that they can be remembered later.

2-Grammatical sensitivity: the ability to identify the grammatical functions of words in sentences.

3-Inductive language learning ability: the potential to recognize the relationship between form and meaning (for example to identify that “to” can denote direction and “at” location).

4-Root learning ability: this is the learner’s ability to form and remember associations between stimuli. This ability is significant in learning vocabulary (p.74).

2.6. Transfer

Another main factor which has a great influence on the learner’s second language is transfer. Yule (2010) defines transfer as the usage of sounds, structures, and expression from the first language when producing the second language. Ellis (1997) adds that: “transfer refers to the influence that the learner’s L1 exists over the acquisition of an L2” (p.51).

Lado in his book *linguistics across cultures* (1957) describes the process of transfer as follows:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture – both productively when attempting to speak the language and to act in the culture and respectively when attempting to grasp and understand the language and the culture as produced by natives (Cited in Gass and Selinker 2008, p.89).

In fact there exist two types of transfer:

1-Positive transfer: according to Ellis (2008) this kind of transfer takes place if the L1 and L2 share similar features. In this case the native language of the learners facilitates the L2 learning. Yule (2010) agrees that “if the L1 and the L2 have similar features ..., then the learner may be able to benefit from the positive transfer of L1 knowledge to the L2” (p.191), that is, the knowledge of the L1 system facilitates the learning of the L2 because the two systems are similar. According to Ringbom (2007), during learning, consciously or not, learners look for similarities and not for differences (cited in Ellis 2008); for example, similarities at the level of vocabulary between L1 and L2 will facilitate the learning task.

2-Negative transfer: Yule (2010) states that: “transferring an L1 feature that is really different from the L2 ... result in negative transfer and it may make the L2 expression difficult to understand” (p.191); which means that the differences between L1 and L2 systems complicate the learning process. For Yule (2010) Negative transfer is known also as “interference” (p.191).

Negative transfer has many consequences on the learning process among them are avoidance and overuse. Ellis (2008) describes avoidance as follows: “learners also avoid using linguistic structure of differences between their native language

and their target language. In such cases, the effects of the L1 are evident not in what learners do (errors), but in what they do not (omission)” (p357). He adds that overuse or over production is the result of avoidance. If the learner avoids using some structures in the L2 he will use other structures that are not frequent (ibid).

Prator (1967) provides a hierarchy of difficulty concerning transfer from L1 to L2:

Level 0 transfer: there exists no difference or contrast between the two languages. Positive transfer of sound, structure, or lexical item from the L1 to the L2 takes place.

Level 1 coalescence: two items in the L1 get coalesced into one item in the L2.

Level 2 under differentiation: an item in the L1 does not exist in the L2

Level 3 reinterpretation: an item from the L1 is given a new shape in the L2.

Level 4 over differentiation: a new item which does not exist in the L1 must be learnt.

Level 5 split: one item in the L1 becomes two or more items in the L2 (cited in brown 2000).

Conclusion

This chapter has dealt with some important factors that may influence the learner’s pronunciation. Some of these factors represent ,on the one hand, a problem for the learners who seek to master native like pronunciation such as; age, negative aptitude, inhibition, high levels of anxiety. On the other hand, some factors may play the role of a facilitator of the pronunciation learning process such

as; Age (being a young learner) having good personality characteristics (self-esteem, extraversion), motivation, positive transfer...etc. All in all these factors have different influences in pronunciation learning.

Chapter Three: Methodology

Introduction

The development of the student's pronunciation has been a subject that the educational sector neglected in Algeria. Students need to be provided with relevant learning programs and experiences in order to enhance their English pronunciation. This chapter is devoted to the collecting, presentation, and analysis of the data obtained by an interview. The interview is conducted to check the learner's pronunciation of the English (d, p, t) sounds. In other words, to see how the English learners pronounce the (d, p, t) sounds.

3.1. Description of the Study

In order to confirm or infirm the hypothesis saying that the Algerian students (from Jijel) while speaking the English language would encounter some difficulties which may lead them to some errors in the pronunciation of (d) (p) and (t) sounds, this research relies on the descriptive study as a method. Since the descriptive study describes data and the characteristics of the population, it is the appropriate method to be followed. The descriptive study is one in which variables do not exist, because the researchers are going to describe how the learners pronounce the letters (d, p, t). For this reason, the collected data are qualitative because the kind of the research is not interested in the quantity of data, but it is concerned with the quality of the sounds pronounced by the learners. That is to say, how the learners pronounce the sounds /d/, /p/, and /t/.

3.2. Tools of Research

Since this research is a descriptive and qualitative study, it is more appropriate to use an interview in order to collect data. A questionnaire cannot be used in this

case because researchers can check neither the pronunciation nor the reactions of the subjects. Thus, the interview is the most suitable/appropriate tool in order to collect data and take notes about the subjects' reactions when being interviewed.

3.2.1. The Aim of the Interview

The aim of this interview is to see whether second year English students do pronounce the (d, p, t) sounds correctly i.e., how the learners produce/generate the sounds (d, p, t). The interview in this case enables the researchers to meet the interviewees (second year students) face to face. So, the researchers have the ability to interview the students, record, and see the students' physical reactions in the same time. Furthermore, the learners provide the researchers with answers about the causes that may influence the pronunciation of the sounds (d, p, t) which can be used in explaining the results obtained.

3.2.2. Description of the Interview

To collect data about learner's pronunciation of the (d, p, t) sounds an interview has been used as an instrument to collect data. This interview consists of two parts; in the first part is a test in which the learners are asked to read twelve sentences that contain the (d, p, t) letters (sounds). In the second part (interview) students are asked to answer some question about causes that may influence their pronunciation.

The first part (test) contains twelve sentences which aim at investigating the learners' pronunciation of the sounds (d, p, t) which occur in different positions (initial, middle, and final). It should be noted that sentences are chosen rather than single words in order to check the learners' pronunciation in connected speech. Sentences may contain only one sound, two sounds, or all of them (d, p, t).

Sentences that contain the /t/ sound:

In every **stage**, the first **step** is always the hardest.

I think you will feel **differently** if you **stop** smoking.

The **tuna** fish does not live in the **Mediterranean** Sea.

The **Buddhist** always prays and **meditates** in **temples**.

The opening of the Berlin wall was possibly a **historic** event.

The educational **system** in Algeria has been reformed.

I will **test** your capability next week probably on Wednesday if possible.

All **staff** must **attend** the meeting on Friday.

Stay on this road until you get to Constantine.

Statistics indicates that 90% of homes in Japan have a **television** and the **internet**.

Sentences that contain the /d/ sound:

I think you will feel **differently** if you stop smoking.

Statistics **indicates** that 90% of homes in Japan have a television and the internet.

The **Buddhist** always prays and **meditates** in temples.

The tuna fish does not live in the **Mediterranean** Sea.

Young people often try to explain and express their **individuality** by the way they dress.

Sentences that contain the /p/ sound:

The Democratic Party in the US has won the **political propaganda** against the **Republican Party**.

The **opening** of the Berlin wall was **possibly** a historic event.

I will test your **capability** next week **probably** on Wednesday if **possible**.

In the second part (interview) students are asked to answer four questions:

The first question:” What do you think of your pronunciation?”

This question is asked to see how the students do evaluate their pronunciation and whether they notice their errors. This can help the researcher to have feedback about the learners ‘self-confidence concerning their pronunciation. This is because, some students do over evaluate themselves by saying that they are good speakers, while others do not, they just say that their pronunciation is average or bad.

The second question:” Do you know what a factor is?”

This question is asked to see whether the learners have an idea about factors. In this case second year students had no idea about factors because this subject is not included in the program yet. So, researchers had to provide the students with general explanation about factors so they can answer the questions without guiding the interviewees in any way.

The third question:” Do you think that there are some reasons that may affect English pronunciation?”

This question is asked to see the point of view of the learners about the existence of factors, and whether they affect the English pronunciation

The fourth question:” If yes, in your opinion, what is/are these reasons?”

The learners 'answers provide the researcher with the different factors in order to be used in the analysis and interpretation of the results.

3.2.3 Administration of the Interview

The interview was conducted with second year English students. The majority of them refused to participate and only those who agreed to cooperate were interviewed and recorded in different places (classes, hall). Still unfortunately, the majority of the interviewed students do not know what a factor is? as a result, a general explanation was to be provided in order to enable them to answer the questions of the interview. The process of conducting the interview was done interchangeably between the two researchers; sometimes one records and the other takes notes about the subjects' reactions/appearance and vice versa. It should be mentioned that some of the students (especially girls) asked to read the sentences and record themselves in an isolated place (in the corner of the classroom) away from the other subjects. The duration of the recordings last from one minute and twelve seconds (1m:12sc) to two minutes and thirty six seconds(2m:36sc). Because of the lack of tools/instruments that can used as a recorder, researchers were obliged to use a cellphone to record the full interview; in addition, a pen and a paper were used to take notes about the reactions of the subjects.

3.3. Population and Sampling

The data for this investigation is collected with second year English students from the University of Mohammed Seddik Ben Yahia/ Jijel. It has been decided to work particularly with second year students mainly because students at this level

are expected to acquire the English segmental features (consonants and vowels); since they have studied English at least for nine years.

In order to test the hypothesis which investigates students' pronunciation of the (d, p, t) sounds, a sample of second year LMD students in the department of English at the University of Jijel is selected randomly. The sample consists of 21 students who are aged between 20-22 years old. Members of this sample are chosen randomly from both genders/sexes are included in order to be a representative of the whole population. These students were asked to participate in the study and only those who agreed were recorded.

3.4. Time and Duration

The interview was conducted on 7-8-11 of May 2014 in the second semester of the academic year 2013-2014. During these three days, the interview has been conducted in different periods of time (in both mornings and evenings) generally between 11:00 and 15:00.

3.5. Limitation of the Study

During conducting this study a lot of problems have been arisen and caused difficulties for the researchers. The following are some of the limitations:

1. Lack of materials; an interview is not an easy task to be conducted because of the lack of materials that can be used to record it (interview), this forced the researcher to use their own cellphones to record the interview.
2. The majority of Students refused to cooperate in the interview. For this reason the researchers worked on convincing them. Some of them accepted but in condition to record themselves (which makes it difficult to take notes about the

interviewee's physical reactions), other did not want to answer the questions of the interview.

3. Using cellphones as recorders makes it difficult for the researchers to analyze data, researchers had to repeat the same recording for several times in order to confirm the learners' pronunciation of the (d, p, t) sounds.

4. The fact that second year students had no idea about the factors led the researchers to do more efforts to give a general explanation. Still, students did not know what factors are, and this led them to give answers that are not relevant to the study and questions.

5. The answers provided by the learners do not permit the researchers to interpret and explain the results.

Conclusion

This chapter has shown the methodology and tools that are used in conducting this research. In the description of the study it is shown how this study is a descriptive one. This leads to select an interview as the appropriate tool to collect qualitative data from a sample of 21 second year English students. This chapter also shows the duration and some limitations that the researchers face when conducting the study.

Chapter Four: Analysis and Interpretation of Data

Introduction

The analysis of the data is divided into two main sections. In section one, the focus on the (d, p, t) mispronunciation of every subject is to be indicated. However, section two represents the students' different answers for the questions asked in the interview. From the data obtained by the interview it is noticed that the subjects make some errors rather than what this research is concerned with. These errors are not taken into account in the analysis. The kind of errors this study is interested in are those related to the (d, p, t) sounds. Concerning the answers for the questions, all the subjects did not know what factors are that may influence the English pronunciation. Thus, to facilitate and not to guide them to answer the questions in a certain way, a general explanation about factors is provided.

4.1 Analysis of Data

In the analysis of the sentences, the mispronounced letters are going to be marked with thick letters in order to clarify where the subjects/interviewees have committed errors.

Subject one

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Yung people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a **historic** event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a television and the **internet**.

Table 04: Errors Made by the Interviewee 01.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	11

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: average.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: there are.

Interviewer: If yes, in your opinion, what is/are these reasons.

Interviewee: I think that the factors are: age, stress, may negative transfer.

Notes

This subject was interviewed outside the department, she participated without hesitation and answered the questions in a spontaneous way.

Subject two

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and **meditates** in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

Table 05: Errors Made by the Interviewee 02.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	02
/p/	17	00
/t/	29	09

12-Statistics indicates that 90% of homes in Japan have a **television** and the **internet**.

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: average.

Interviewer: Do you know what a factor is?

Interviewee: no.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: no.

Notes

This subject was anxious when reading the sentences the second researcher asked him about his status, he replayed that he is anxious, but when asking him about the factors affecting the English pronunciation he said that there are none.

Subject three

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

- 3-I think you will feel differently if you stop smoking.
- 4-Young people often try to explain and express their individuality by the way they dress.
- 5-The Buddhist always prays and meditates in temples.
- 6- The opening of the Berlin wall was possibly a historic event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All staff must attend the meeting on Friday.
- 9-I will test your capability next week probably on Wednesday if possible.
- 10-The educational system in Algeria has been reformed.
- 11-Stay on this road until you get to Constantine.
- 12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 06: Errors Made by the Interviewee 03.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	12

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: average.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: teacher, age, watching, using dictionaries, and so on.

Notes

This subject was relaxed when reading the sentences. However; he did not pay attention to intonation and spelling of the words.

Subject four

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you stop smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All staff must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 07: Errors Made by the Interviewee 04.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	08

Answers

Interviewer: What do you think of your pronunciation?

Interviewer: Do you know what a factor is?

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewer: If yes, in your opinion, what is/are these reasons?

Notes

She refused to answer the questions and to continue the interview because she was so nervous.

Subject five

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propoganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and meditates in temples.

- 6- The opening of the Berlin wall was possibly a **historic** event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All **staff** must attend the meeting on Friday.
- 9-I will **test** your capability next week probably on Wednesday if possible.
- 10-The educational **system** in Algeria has been reformed.
- 11-**Stay** on this road until you get to Constantine.
- 12-**Statistics** indicates that 90% of homes in Japan have a **television** and the **internet**.

Table 08: Errors Made by the Interviewee 05.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	12

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think my pronunciation is bad.

Interviewer: Do you know what a factor is?

Interviewee: the factor may be the lack of practice.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: /.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: /.

Notes

This student was shy so he was taken outside the hall to be interviewed and recorded; he was so nervous and anxious. This made his reading slow and he could not read the whole sentence at once.

Subject six

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a **television** and the **internet**.

Table 09: Errors Made by the Interviewee 06.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	11

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think my pronunciation is good.

Interviewer: Do you know what a factor is?

Interviewee: yes .

Interviewer: Do you think that there are some factors that may affect English pronunciation?

Interviewee: yes there are only one reasons which is self-confidence.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: /.

Notes

This interviewee was at ease her face expressions indicated that she was confident when reading the sentences

Subject seven

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

- 3-I think you will feel differently if you stop smoking.
- 4-Young people often try to explain and express their individuality by the way they dress.
- 5-The Buddhist always prays and meditates in temples.
- 6- The opening of the Berlin wall was possibly a historic event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All staff must attend the meeting on Friday.
- 9-I will test your capability next week probably on Wednesday if possible.
- 10-The educational system in Algeria has been reformed.
- 11-Stay on this road until you get to Constantine.
- 12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 10: Errors Made by the Interviewee 07.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	11

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think of my pronunciation it was somehow not good average.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: stress, and self-confidence. I think that they are the basic factors that can affect the English pronunciation.

Notes

This student recorded herself by sitting in the back of the classroom because she was suffering from stress.

Subject eight

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propoganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and **meditates** in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics **indicates** that 90% of homes in Japan have a television and the internet.

Table 11: Errors Made by the Interviewee 08.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	03
/p/	17	00
/t/	29	08

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think it's good.

Interviewer: Do you know what a factor is?

Interviewee: yes I know.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes, I think there are some factors.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: I think environment in which this person live .

Notes

This subject seemed to be confident to the point that she was trying to manipulate her English.

Subject nine

1-In every stage, the first step is always the hardest.2-The Democratic Party in the US has won the political propaganda against the Republican Party.

- 3-I think you will feel differently if you stop smoking.
- 4-Young people often try to explain and express their individuality by the way they dress.
- 5-The Buddhist always prays and meditates in temples.
- 6- The opening of the Berlin wall was possibly a historic event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All staff must attend the meeting on Friday.
- 9-I will test your capability next week probably on Wednesday if possible.
- 10-The educational system in Algeria has been reformed.
- 11-Stay on this road until you get to Constantine.
- 12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 12: Errors Made by the Interviewee 09.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	03
/p/	17	00
/t/	29	12

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: about my, it was good.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes of course there are some.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: the origin of the person they belong to, also the mother tongue of that speaker.

Notes

This subject tried to show off her English. Her facial expressions were not spontaneous.

Subject ten

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and **meditates** in temples.

6- The opening of the Berlin wall was possibly a **historic** event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a television and the internet.

Table 13: Errors Made by the Interviewee 10.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	11

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: my pronunciation is good.

Interviewer: Do you know what a factor is?

Interviewee: no.

Interviewer: thank you

Notes

This subject was trying to avoid answering the questions because she looked like to be shy and her hands were shaking while reading.

Subject eleven

1-In every stage, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

- 6- The opening of the Berlin wall was possibly a **historic** event.
- 7-The tuna fish does not live in the **Mediterranean** Sea.
- 8-All **staff** must attend the meeting on Friday.
- 9-I will **test** your capability next week probably on Wednesday if possible.
- 10-The educational **system** in Algeria has been reformed.
- 11-**Stay** on this road until you get to Constantine.
- 12-**Statistics** indicates that 90% of homes in Japan have a television and the internet.

Table 14: Errors Made by the Interviewee 11.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	10

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: well I think of my pronunciation is good.

Interviewer: Do you know what a factor is?

Interviewee: no.

Interviewer: thank you.

Interviewee: welcome.

Notes

This subject was stressed and afraid. She could not control behavior; she was pushing her hands against the table and playing with her legs.

Subject twelve

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and **meditates** in temples.

6- The opening of the Berlin wall was possibly a **historic** event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a **television** and the **internet**.

Table 15: Errors Made by the Interviewee 12.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	13

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think my pronunciation is not bad.

Interviewer: Do you know what a factor is?

Interviewee: no.

Interviewer: ok, thank you.

Interviewee: thank you, you are welcome.

Notes

This subject was completely careless, he laughed sometimes while he was reading the sentences. He avoided continuing the interview.

Subject thirteen

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you stop smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All staff must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 16: Errors Made by the Interviewee 13.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	00

Answers

Interviewer: What do you think of your pronunciation?(bad, average, good, very good)

Interviewee: good.

Interviewer: You think that it is good. Do you know what a factor is?

Interviewee: first because of the how you reading, how you reading books and so on that's all.

Interviewer: Do you think that there are some V that may affect English pronunciation?

Interviewee: yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: motivation, participation in the classroom there are many but I can't explain right now, I have a meeting ok! (he laughs)

Interviewer: thank you.

Notes

This subject was not serious, he kept laughing, and then he pretended to have a meeting in order to escape.

Subject fourteen

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you stop smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All staff must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 17: Errors Made by the Interviewee 14.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	00

Answers

Interviewer: hello sir.

Interviewee: hello.

Interviewer: so you are going to read some sentences first, and then answer some questions.

Interviewee: ok.

Interviewer: go ahead.

Interviewer: What do you think of your pronunciation?

Interviewee: about my pronunciation is good.

Interviewer: (yes) do you know what a factor is?

Interviewee: may be researching using the target with the language.

Interviewer: Do you think that there are some factors that may affect English pronunciation?

Interviewee: no.

Interviewer: no, so thank you.

Interviewee: thank you sir.

Notes

This element was somehow stressed, nervous, and shy because he read the sentences three times before being interviewed.

Subject fifteen

1-In every stage, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

- 5-The Buddhist always prays and meditates in temples.
- 6- The opening of the Berlin wall was possibly a historic event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All staff must attend the meeting on Friday.
- 9-I will test your capability next week probably on Wednesday if possible.
- 10-The educational system in Algeria has been reformed.
- 11-Stay on this road until you get to Constantine.
- 12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 18: Errors Made by the Interviewee 15.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	08

Answers

Interviewer: ok now with the questions, what do you think of your pronunciation?

Interviewee: for me it's good.

Interviewer: Do you know what a factor is?

Interviewee: yeah.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes there are.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: the fear of facing audience, it is an important factor to me.

Notes

This subject was quite normal, and serious. She was not nervous and she did not do any gesture that can be noticed by the researchers.

Subject sixteen

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their **individuality** by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All **staff** must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a **television** and the internet.

Table 19: Errors Made by the Interviewee 16.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	02
/p/	17	00
/t/	29	08

Answers

Interviewer: ok, what do you think of your pronunciation?

Interviewee: I think that is average.

Interviewer: Do you know what a factor is?

Interviewee: yeah.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: of course, yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: for me they are fear, stress, and shyness.

Interviewer: thank you.

Notes

This student was stressed, her hands were shaking and she wanted to finish the interview as soon as possible.

Subject seventeen

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you stop smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All staff must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 20: Errors Made by the Interviewee 17.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	00
/t/	29	12

Answers

Interviewer: ok, what do you think of your pronunciation?

Interviewee: I think it is average.

Interviewer: Do you know what a factor is?

Interviewee: factor is because ...yes I know .

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: well I think yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: factors may be some negative and some positive, the positive are by looking, music, watching movies and reading books; and negatives may be when talking in front of your friend or classmates you may feel stress and shy.

Notes

This student asked to record herself away from the researchers so researchers could not take notes. But when answering the questions she was somehow hesitating.

Subject eighteen

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel **differently** if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the **Mediterranean** Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 21: Errors Made by the Interviewee 18.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	0
/p/	17	00
/t/	29	08

Answers

Interviewer: ok now with the questions, what do you think of your pronunciation?

Interviewee: I think of my pronunciation is good.

Interviewer: ok, do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes there are a lot of factors but i think the important one is motivation and self -confidence.

Interviewer: ok, thank you.

Notes

This student was trying to hide the stress that she was suffering from.as a result of this, she did not manage to spell some words correctly.

Subject nineteen

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All **staff** must attend the meeting on Friday.

9-I will **test** your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a **television** and the internet.

Table 22: Errors Made by the Interviewee 19.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	10

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: I think my pronunciation is good .

Interviewer: Ok, do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes, in my opinion they are only one factors which is self-confidence.

Interviewer: Ok, thank you.

Notes

This interviewee was calm and self-confident enough to do the interview in an easy way. No reactions were noticed.

Subject twenty

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you **stop** smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the Berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All **staff** must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational **system** in Algeria has been reformed.

11-**Stay** on this road until you get to Constantine.

12-**Statistics** indicates that 90% of homes in Japan have a television and the internet.

Table 23: Errors Made by the Interviewee 20.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	00
/p/	17	00
/t/	29	07

Answers

Interviewer: Ok, now with the questions what do you think of your pronunciation?

Interviewee: it is bad.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: of course I think the first of all self-confident then I think we have to study phonetics hardly to improve our pronunciation.

Interviewer: Ok, thank you.

Notes

This student was shy and she was moving her head while reading.

Subject twenty one

1-In every **stage**, the first **step** is always the hardest.

2-The Democratic Party in the US has won the political **propaganda** against the Republican Party.

- 3-I think you will feel differently if you stop smoking.
- 4-Young people often try to explain and express their individuality by the way they dress.
- 5-The Buddhist always prays and meditates in temples.
- 6- The opening of the Berlin wall was possibly a historic event.
- 7-The tuna fish does not live in the Mediterranean Sea.
- 8-All staff must attend the meeting on Friday.
- 9-I will test your capability next week probably on Wednesday if possible.
- 10-The educational system in Algeria has been reformed.
- 11-Stay on this road until you get to Constantine.
- 12-Statistics indicates that 90% of homes in Japan have a television and the internet.

Table 24: Errors Made by the Interviewee 21.

Sounds	The occurrence in sentences	Errors made by the learner
/d/	20	01
/p/	17	01
/t/	29	09

Answers

Interviewer: What do you think of your pronunciation?

Interviewee: good.

Interviewer: Do you know what a factor is?

Interviewee: yes.

Interviewer: Do you think that there are some reasons that may affect English pronunciation?

Interviewee: yes.

Interviewer: If yes, in your opinion, what is/are these reasons?

Interviewee: in my opinion the factor that may affect the English pronunciation are shyness motivation self-encouragement the surrounding area if the person the environment if it is encourages the person. Also if someone is very ambitious. He want to rely to go forward with his English and speaking fluently like native speakers he can have a good pronunciation and also watching movies videos and audios can help.

Notes

This subject was trying to manipulate her pronunciation in order to convince the researchers that she has a good pronunciation.

The following table summarizes the errors made by the students for each letter/sound.

Table 25: The Percentage of Every Student's Errors for Each Sound.

Subjects	/d/sound percentage	/p/ sound percentage	/t/ sound percentage
Subject 01	00= 0%	00= 0%	11= 38%
Subject 02	02= 10%	00= 0%	09= 31%
Subject 03	01= 5%	00= 0%	12= 41.5%
Subject 04	01= 5%	00= 0%	08= 28%
Subject 05	01= 5%	00= 0%	12= 41.5%
Subject 06	01= 5%	00= 0%	11= 38%
Subject 07	01= 5%	00= 0%	11= 38%

Subject 08	03= 15%	00= 0%	08= 28%
Subject 09	03= 15%	00= 0%	12= 41.5%
Subject 10	01= 5%	00= 0%	11= 38%
Subject 11	00= 0%	00= 0%	10= 34.5%
Subject 12	01= 5%	00= 0%	13= 45%
Subject 13	00= 0%	00= 0%	00= 0%
Subject 14	01= 5%	00= 0%	00= 0%
Subject 15	00= 0%	00= 0%	08= 28%
Subject 16	02= 10%	00= 0%	08= 28%
Subject 17	01= 5%	00= 0%	12= 41.5%
Subject 18	00= 0%	00= 0%	08= 28%
Subject 19	00= 0%	00= 0%	10= 34.5%
Subject 20	00= 0%	00= 0%	07= 24%
Subject 21	01= 5%	01= 6%	09= 31%

The comparison between the three sounds' pronunciations by the learners indicates that the /t/ sound is the most mispronounced letter; it has the higher portion among the three sounds. On the other hand, the /p/ sound is pronounced correctly by almost all the students, which explains the lower portion of the errors made by the students when pronouncing this sound. While, the /d/ sound mispronunciation is frequent.

Table 26: The Percentage of the /t/ Sound Pronunciation.

The pronunciation of the / t / sound			
Students (21)		Portion (100%)	
Correct pronunciation	Wrong pronunciation	Correct pronunciation (%)	Wrong pronunciation (%)
2	19	10 %	90 %

The table shows the mispronunciation of the /t/ sound. It indicates that 19 students among 21(90%) mispronounce the /t/ sound. While, the other two students (10%) pronounce the /t/ sound correctly.

Table 27: The Percentage of the /d/ Sound Pronunciation.

The pronunciation of the / d / sound			
Students		Portion	
Correct pronunciation	Wrong pronunciation	Correct pronunciation (%)	Wrong pronunciation (%)
7	14	33.34 %	66.66 %

The table above shows the mispronunciation of the /d/ sound. In this table, there is a frequency in the pronunciation of the /d/ sound so that 14 students among 21 mispronounce the /d/ sound (66.66%). On the other hand, the others (7 students) pronounce the /d/ sound correctly (33.34%).

Table 28: The Percentage of the /p/ Sound Pronunciation.

The pronunciation of the / p / sound			
Students		Portion	
Correct pronunciation	Wrong pronunciation	Correct pronunciation (%)	Wrong pronunciation (%)
20	1	96 %	4 %

The table shows the mispronunciation of the /p/ sound. It indicates that almost all the students (96%) pronounce the /p/ sound in a correct way, while only one students mispronounce the /p/ sound in a wrong manner (4%).

4.2. Discussion and Interpretation

This section discusses the findings of the present study related to the formulated hypothesis in the first chapter. The current study finds that second year English students mispronounce the /d/ and /t/. On the other hand, the /p/ sound is pronounced correctly.

The /d/ sound is mispronounced by 14 students (66.66%). The mispronunciation percentage of the “d” letter represents a portion between 5% and 15%. The likely words that the students mispronounce are differently, individuality, and indicate; having a look on these words shows that the mispronounced “d” has a direct relation with the /I/ vowel. In other words, students make errors in producing the /d/ sound when followed by the /I/ vowel. The same interviewees do not mispronounce the /d/ sound when it is followed by other vowels such as /e/ like in **democratic**, /a/ like in **propaganda**, /ə/ like in **hardest**.

Concerning the /p/ sound the data obtained show that all the students pronounce this sound correctly. In other words, second year English students do not mispronounce the /p/ letter. This means that they do not have any difficulty in pronouncing the /p/ sound.

The /t/ sound as it is indicated by the data obtained by the interview is the most mispronounced letter. There are 19 students who make errors in pronouncing it, whereas, only 2 students among 21 have a correct pronunciation of this letter. The number of errors students make in pronouncing the /t/ sound are between 7 errors (24%) and 13 errors (45%).

This indicates that the majority of the /t/ sound occurrences in the sentences are pronounced in a correct way. Second year English students have no problem in pronouncing the /t/ sound when it is followed by the /I/ vowel like in the following words; **political**, **statistics**, and **meeting**. On the other hand they show a difficulty in pronouncing the /t/ sound when it is followed by the vowels /a/ like in **staff** and **statistics**; /e ɪ / like in **stage** and **stay**; / e/ like in **test**, and **step**; /ɒ/ like in **stop**; and /ə/ like in **system** and **internet**.

The results of this study cannot be interpreted according to the interviewees' answers about the reasons. Despite the fact that researchers provide them with a general explanation about the factors, there still some students who do not answer the questions. Some of them give answers which are irrelevant to the study. Other students refer to personal factors (shyness, fear, stress, anxiety, and self-confidence) as the main reasons that may affect the English pronunciation. Only few of the interviewees mention some relevant factors such as age, motivation, socio-background, and transfer.

The majority of the learners are not aware of the errors, and they think that their pronunciation is good. However; their pronunciation is not as good as they think because the interviewees mispronounce both the /t/ and /d/ sounds; which means that they are not aware of the existence of these errors. The fact that these students pronounce the /t/ and /d/ sounds in a correct way in some cases reveals that they do not face difficulties in pronouncing them; and this proves that the main factor for their mispronunciation of the /t/ and /d/ sounds is their awareness of the right pronunciation because they study phonetics for two years which is not sufficient for them to acquire the segmental features of English pronunciation.

Conclusion

The present chapter is divided into two main sections. The first section is devoted to the analysis of the data obtained by the 21 students interviewed. In the analysis of the interview, it is found that second year students mispronounce the /t/ and /d/sounds. Whereas; the second section is allocated to the discussion and interpretation of the results, the latter indicates why the results obtained cannot be interpreted because of some limitations.

General conclusion

This study has been devoted to the investigation of the /d/, /p/, and /t/ sounds pronunciation by second year English students at the department of English language at the University of Mohammed Seddik Ben Yahia Jijel. The main focus has been on the way/manner they pronounce these sounds. This research is divided into two chapters: theoretical and practical. The former is devoted to the review of the literature, whereas the latter is devoted to the analysis of data. An interview is used to collect data about the way students pronounce the sounds /t/, /p/, and /d/. The results obtained by the interview reveals that the learners mispronounce the sounds /d/ and /t/ which on the one hand confirms the hypothesis that says that Algerian students (from jijel) while speaking English would encounter some difficulties that may lead to some errors in the pronunciation of the /d/ and /t/ sounds. On the other hand, it is infirmed concerning the /p/ sound because second year English students do not face any difficulty in pronouncing it. All in all, the Algerian students (from Jijel) mispronounce the letters /d/ and /t/ sounds which is not the case with the /p/ sound. The reasons behind are not clear because the interviewees has not provided the researchers with enough/relevant information that can be used in interpreting the results of their study. However, some students suggest: age, personality factors, socio-cultural background, motivation, and transfer as factors that may affect the pronunciation of the learners.

Pedagogical Implications

The results of this study indicate that second year English students mispronounce the sounds /t/ and /d/. Therefore, in order to help the learners learn the correct pronunciation of these sounds and to give support to the teachers in their teaching of the English language it is recommended to follow these pedagogical implications:

1. Oral expression and listening comprehension should be given more importance and time in order to improve the learners' pronunciation and reduce the number of errors made in pronouncing English sounds.
2. The role of teachers is crucial in drawing the learners' attention to the errors they have made when uttering/mispronouncing sounds.
3. Students on their part should be aware of how the English sounds are pronounced. This can be achieved by focusing on pronunciation rather than focusing only on vocabulary and grammar.
4. Phonetics should not be omitted from the second year program because one year is not enough to acquire the segmental and the suprasegmental features of English pronunciation.
5. Further research on the mispronunciation of other sounds of English can be investigated in order to improve the learners' pronunciation and to provide the teachers with relevant information.
6. Further studies are suggested to shed light on the suprasegmental features and the factors that may affect the pronunciation of the learners.

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Appendix

The interview

Title: An Investigation of the Pronunciation of the (d, p, t) Letters.

The case of second year students at the University of Jijel.

Date: 08/11 May 2014.

Class/Group: second year English students.

Department: of English.

Interviewed by: Bizouche Yasser/ Bounache Boualem.

The purpose of this interview is to check the pronunciation of some English sounds. First, Learners are asked to read some sentences, then to answer some questions. Knowing that this interview will be recorded. Thank you for your co-operation.

Sentences

1-In every stage, the first step is always the hardest.

2-The Democratic Party in the US has won the political propaganda against the Republican Party.

3-I think you will feel differently if you stop smoking.

4-Young people often try to explain and express their individuality by the way they dress.

5-The Buddhist always prays and meditates in temples.

6- The opening of the berlin wall was possibly a historic event.

7-The tuna fish does not live in the Mediterranean Sea.

8-All staff must attend the meeting on Friday.

9-I will test your capability next week probably on Wednesday if possible.

10-The educational system in Algeria has been reformed.

11-Stay on this road until you get to Constantine.

12-Statistics indicates that 90% of homes in japan have a television and the internet.

Questions

What do you think of your pronunciation?

Do you know what a factor is?

Do you think that there are some factors that may affect English pronunciation?

If yes, in your opinion, what is/are these factors?

Interviewer Name: bizouche Yasser/ bounache boualem.

Date of Interview: 08/11 May 2014.

Résumé

Une bonne prononciation est pratiquement essentielle pour avoir une meilleure communication entre les interlocuteurs. Une mauvaise prononciation cause une mal entendue et au même temps perturbe la communication. Ce travail examine comment les étudiants de deuxième année anglais au département des lettres est des langues étrangères, à l'université de Mohammed El Seddik Ben Yahia, Jijel, prononcent les sons /d/ /p/ /t/. Cette étude a destinée pour contrôler si les étudiants prononcent les trois lettres (d p t) correctement et rechercher les facteurs principaux qui peuvent affecter la prononciation. Cette étude est basé sur un interview qui est administré au étudiants du deuxième année anglais pour obtenir les informations sur leur prononciation des lettres (d, p, t). L'analyse de l'interview montre que les étudiants prononcent la lettre (p) correctement, par contre, les sons /t/ /d/ sont mal prononcés.

ملخص

يساعد النطق الجيد في تحقيق اتصال ناجح بين المتحدثين، بينما يعمل النطق غير السليم عكس ذلك مسببا فشل في الحوار والاتصال. يتناول هذا البحث تحقيقا في كيفية نطق طلببة السنة الثانية لغة انجليزية في جامعة محمد الصديق بن يحي، جيجل للأصوات الثلاث T // P//d / . يهتم هذا البحث أساسا بمعرفة ما اذا كان نطق الطلبة لهذه الأصوات سليم مسلطا الضوء على أهم العوامل التي من شأنها أن تؤثر على نطقهم. تعتمد هذه الدراسة على المقابلة كوسيلة لجمع المعلومات حول كيفية نطق الأصوات T // P//d /، حيث كشف تحليل المقابلة أن نطق الطلبة للصوت P/ صحيح. بينما يخطئ الطلبة في نطق الصوتين T //d / .

